



## CANE BAY HIGH

1624 State Road  
Summerville, South

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,464 Students	
<b>Principal</b>	Lee A. Westberry	843-899-8787
<b>Superintendent</b>	Rodney Thompson	843-899-8600
<b>Board Chair</b>	Kathy Schwalbe	843-797-5815

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>N/A</b>
2010	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

**ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS**

Excellent	Good	Average	Below Average	At-Risk
12	8	12	1	1

\* Ratings are calculated with data available by 11/09/2011.

**High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students**

	Our High School			High Schools with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	84.9%	78.9%	80.2%	77.4%	80.0%	80.5%
Passed 1 subtest (%)	6.9%	13.5%	12.2%	12.2%	10.7%	11.4%
Passed no subtests (%)	8.2%	7.6%	7.6%	10.5%	9.5%	8.7%

**HSAP Passage Rate by Spring 2011**

	Our High School	High Schools with Students Like Ours
Percent	94.6%	92.2%

**Four-Year Cohort Graduation Rate**

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	2	332	294	298
Number of Graduates in Cohort	0	260	214	214
Rate	0.0%	78.3%	73.7%	67.9%

\*Used to calculate current AYP.

**Five-Year Graduation Rate**

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	2	N/A	311
Number of Graduates in Cohort	N/A	1	N/A	227
Rate	N/A	50.0%	N/A	71.6%

**End of Course Tests**

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	72.2%	77.8%
English 1	74.8%	69.1%
Biology 1/Applied Biology 2	82.5%	72.1%
Physical Science	70.0%	58.4%
US History and the Constitution	55.7%	48.9%
All Tests	71.3%	64.5%

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n=1,464)</b>				
Retention rate	0.6%	Up from 0.0%	3.9%	3.4%
Attendance rate	96.2%	Up from 95.9%	94.8%	95.0%
Served by gifted and talented program	0.0%	No Change	14.1%	12.4%
With disabilities other than speech	8.6%	Down from 13.5%	10.3%	9.9%
Older than usual for grade	4.4%	Down from 5.4%	6.5%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Up from 0.4%	1.1%	0.9%
Enrolled in AP/IB programs	8.4%	Up from 6.9%	16.6%	13.0%
Successful on AP/IB exams	72.9%	Up from 59.1%	50.9%	51.7%
Eligible for LIFE Scholarship	29.3%	N/R	33.5%	30.1%
Annual dropout rate	0.8%	Down from 3.2%	3.6%	2.5%
Career/technology students in co-curricular organizations	4.2%	Down from 7.6%	1.3%	2.9%
Enrollment in career/technology courses	931	Up from 740	474	419
Students participating in work-based experiences	15.5%	Up from 1.9%	11.2%	7.2%
Career/technology students attaining technical skills	83.6%	Up from 69.3%	83.7%	83.0%
Career/technology completers placed	N/A	N/A	97.6%	98.4%
<b>Teachers (n=85)</b>				
Teachers with advanced degrees	60.0%	Down from 65.1%	63.3%	61.1%
Continuing contract teachers	51.8%	Up from 50.8%	87.8%	80.6%
Teachers returning from previous year	N/A	N/A	88.8%	86.5%
Teacher attendance rate	93.7%	Down from 95.5%	95.7%	95.5%
Average teacher salary*	\$43,798	Down 2.9%	\$47,588	\$46,884
Professional development days/teacher	12.0 days	Up from 9.1 days	9.8 days	10.0 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	29.7 to 1	Down from 31.5 to 1	29.4 to 1	26.5 to 1
Prime instructional time	89.2%	Down from 90.9%	89.0%	89.3%
Dollars spent per pupil**	\$7,089	Down 1.8%	\$7,199	\$7,804
Percent of expenditures for teacher salaries**	46.2%	Down from 52.8%	56.4%	58.0%
Percent of expenditures for instruction**	49.4%	Down from 55.1%	59.7%	60.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.5%	Up from 96.1%	97.2%	97.3%
Character development program	Excellent	Up from Good	Good	Good
Modern language program assessment	N/A	N/A	Good	Good
Classical language program assessment	N/A	N/A	N/A	Good

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	257	94.6%	1716	71.3%	2	0.0%	N/A
<b>Gender</b>							
Male	128	92.2%	884	71.5%	N/A	N/A	N/A
Female	129	96.9%	800	71.0%	N/A	N/A	N/A
<b>Racial/Ethnic Group</b>							
White	160	93.8%	998	75.9%	N/A	N/A	N/A
African American	85	96.5%	482	62.7%	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	90.0%	125	68.0%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	69	69.6%	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	31	61.3%	124	41.9%	N/A	N/A	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	75	62.7%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	105	92.4%	765	65.8%	N/A	N/A	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Cane Bay High School (CBHS) was established in 2008 and has a student population of over 1400 students grades 9 – 12. The dedication of teachers and staff, commitment and support of the community, and academic and athletic achievements of the students have driven Cane Bay High School to unparalleled status in the district as well as the state. Recognitions, awards and accomplishments in the arts include (but are not limited to) the following: All County, All Region, and All State Orchestra, Chorus, and Band; the first Superior Rating earned in a Band competition, Superior Ratings for Orchestra and Chorus in Concert Festival, Coastal Carolina Fair Young Art Contest Winners. Students also excelled in state DECA and FBLA competitions. In athletics, the football team made it to the state play-offs; the baseball team won the region championship, and we have a track and field state champion!

Additionally, we have begun several new clubs and activities on the CBHS campus. Student participation is at an all time high, and we look to add more opportunities for students to get involved.

Our continued vision is to challenge and empower students to be successful in a competitive world. The curriculum at CBHS includes Advanced Placement, Honors, College Preparatory, and Applied Technology courses designed to challenge and augment student proficiency in all areas. During the 2011-2012 school year, the curriculum will include English IV AP, Calculus AP, Biology AP, US History AP, Human Geography AP, Teacher Cadet, a dual credit course in English through Trident Technical College, a wide array of elective courses, and more. In fact, we are expanding our career and technical offerings to include AeroSpace Engineering. Through a varied and challenging curriculum, students will be prepared for the next steps beyond high school.

Through “High Schools That Work”, a school improvement model, CBHS continues to embrace research-based best practice strategies and ideas. Employment of this model allows for common assessments and benchmark assessments in all courses as well as collaboration and teamwork among teachers. Teachers research practices, such as an inclusion model and redo procedures to implement as school-wide policies.

CBHS has triumphed, as true champions, in every avenue of school life; this is evident through the numerous accomplishments and achievements of the school and community. Cane Bay High School is truly a community school, and we look forward to more challenges and successes together.

Dr. Lee A. Westberry, Principal  
Mr. Lee Larrew, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	64	282	107
Percent satisfied with learning environment	81.3%	77.1%	84.8%
Percent satisfied with social and physical environment	85.9%	85.7%	84.9%
Percent satisfied with school-home relations	65.1%	79.9%	78.1%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress	No
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This school met 18 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	N/A
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.3%	0.0%	No

**HSAP Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	416	98.3	8.9	29.3	34.4	27.3	71.9	71.3	68.0	Yes	Yes
Male	219	98.2	12.3	32.7	32.7	22.3	64.9	65.2	63.1	N/A	N/A
Female	197	98.5	5.0	25.4	36.5	33.1	80.1	77.3	73.1	N/A	N/A
White	236	97.9	7.3	30.6	29.2	32.9	73.1	77.9	79.4	Yes	Yes
African American	123	99.2	11.8	29.4	41.2	17.6	67.2	60.5	51.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	86.0	83.2	I/S	I/S
Hispanic	31	100.0	6.9	20.7	48.3	24.1	86.2	69.5	62.8	I/S	I/S
American Indian/Alaskan	17	100.0	11.8	35.3	35.3	17.6	58.8	73.8	66.4	I/S	I/S
Disabled	55	98.2	40.7	42.6	7.4	9.3	29.6	34.5	22.8	Yes	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	15	100.0	23.1	30.8	46.2	N/A	61.5	46.1	45.1	I/S	I/S
Subsidized meals	184	98.9	9.1	30.9	38.3	21.7	68.0	62.9	54.7	Yes	Yes

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	416	98.6	18.3	34.9	31.6	15.3	60.6	62.5	62.3	No	Yes
Male	219	98.6	18.9	34.4	30.7	16.0	62.7	60.7	61.4	N/A	N/A
Female	197	98.5	17.7	35.4	32.6	14.4	58.0	64.4	63.2	N/A	N/A
White	236	98.3	17.7	30.5	35.5	16.4	66.4	71.4	75.3	No	Yes
African American	123	99.2	21.8	42.9	21.8	13.4	47.1	47.3	42.9	No	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	86.0	84.3	I/S	I/S
Hispanic	31	100.0	13.8	37.9	34.5	13.8	62.1	60.9	59.4	I/S	I/S
American Indian/Alaskan	17	100.0	11.8	41.2	41.2	5.9	64.7	68.9	64.1	I/S	I/S
Disabled	55	98.2	53.7	25.9	18.5	1.9	33.3	27.8	21.5	Yes	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	15	100.0	30.8	38.5	30.8	N/A	46.2	47.4	47.1	I/S	I/S
Subsidized meals	184	98.9	23.4	34.3	29.1	13.1	55.4	54.0	48.5	Yes	Yes

**Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)**

All Students	417	95.2	49.6	18.6	17.4	14.4	31.7	N/A	N/A	N/A	N/A
Male	219	93.2	47.5	18.6	19.1	14.7	33.8	N/A	N/A	N/A	N/A
Female	198	97.5	51.8	18.7	15.5	14.0	29.5	N/A	N/A	N/A	N/A
White	237	94.9	45.3	18.7	17.8	18.2	36.0	N/A	N/A	N/A	N/A
African American	123	93.5	56.5	19.1	19.1	5.2	24.3	N/A	N/A	N/A	N/A
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	31	100.0	58.1	16.1	3.2	22.6	25.8	N/A	N/A	N/A	N/A
American Indian/Alaskan	17	100.0	64.7	17.6	11.8	5.9	17.6	N/A	N/A	N/A	N/A
Disabled	55	74.5	75.6	12.2	12.2	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	15	100.0	80.0	6.7	6.7	6.7	13.3	N/A	N/A	N/A	N/A
Subsidized meals	185	94.6	53.1	18.9	17.1	10.9	28.0	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	360	98.3	9.7	35.9	34.0	20.4	65.7	66.2	65.9
	2011	416	98.3	8.9	29.3	34.4	27.3	71.9	71.3	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2010	360	97.8	15.3	40.4	27.8	16.5	59.3	60.6	62.3
	2011	416	98.6	18.3	34.9	31.6	15.3	60.6	62.5	62.3

\* Adjusted to account for natural variation in performance.